

Inspection of Quorn Nursery School

Church Lane, Quorn, Loughborough, Leicestershire LE12 8DP

Inspection date:

17 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children do not receive consistent quality learning experiences at the pre-school. Children who require additional support are sometimes overlooked. For example, in a group activity, children who need help with their communication development are not given the support they need from staff to understand what they need to do to be able to join in with their friends. That said, children are given opportunities to use their imagination. They enjoy pretending to be a police officer. Staff enhance children's play by providing them with keys, which the children use to lock the 'jail door'. Children tell the inspector that they enjoy attending the pre-school and like playing with the cars.

On some occasions, children are not able to demonstrate what they already know. For example, a member of staff draws a circle to represent a moon rather than allowing children the chance to think what a moon might look like and have a go themselves. However, children giggle with delight as they draw faces in bubbles. Staff introduce new language as they play. They ask the children to look at the rainbow that can be seen in the bubbles. Children enjoy using their physical skills as they jump from one wooden disc to another in the safe outdoor area. However, at times, staff do not introduce new ideas to develop children's physical skills even further. Leaders do not identify this weakness in staff practice.

What does the early years setting do well and what does it need to do better?

- Leaders have ensured that staff have sufficient knowledge to recognise if a child is at risk of harm and they know who to report these concerns to. Staff are aware of the 'Prevent' duty and their responsibility to protect children from extreme views or behaviours.
- Staff take part in regular meetings with leaders and other staff. They discuss their key children and safeguarding. Staff report that they feel well supported. They are encouraged to gain relevant childcare qualifications. However, leaders do not monitor staff practice well enough to identify and address gaps in staff knowledge about the curriculum.
- Staff work well with the other professionals who are involved in children's lives. Staff attend meetings with other agencies and make sure that the children are their priority. Although staff recognise the importance of sharing information with other settings that children attend, this is not always done. This means that children do not receive consistent learning across the different settings they attend.
- Staff have recognised that children need opportunities to develop their communication and language skills. Staff read age-appropriate books to the children, using their voice to bring books to life. Children excitedly remember what comes next in the book and shout out the answer. However, staff do not

always extend children's use of language. Children use words such as 'juicy' to describe the orange they are having for snack. Staff do not acknowledge that this has been said and therefore fail to extend children's knowledge even further.

- Staff allow children the time to practise what they have learned so that this is remembered. For example, young children confidently walk up the stairs unaided, remembering to keep themselves safe by holding the handrail. However, staff do not support children to develop their physical skills further. For example, during a yoga session, quieter children are not supported well enough to understand what they need to do to join in with the session and make their body move.
- Staff make the pre-school look inviting for children from the minute they walk in. Children's self-esteem and sense of belonging are promoted well. Their artwork is displayed throughout, and children are keen to show staff their creations. Children are taken on visits out in the community, such as a visit to the library. This allows them to practise key skills, such as being respectful and quiet. They talk to different people and learn about different jobs.
- Staff know what children need to learn next to prepare them for the next stage in learning and set up appropriate activities. For example, children develop strength in their arms as they successfully draw up water into small pipettes and then squeeze it out. However, staff do not always use these opportunities to support children's next steps in development.

Safeguarding

The arrangements for safeguarding are effective.

The manager has ensured that all staff have a good understanding of their roles and responsibilities to keep children safe. Staff know what signs might indicate that children are at risk and they know the correct procedure to follow to raise these concerns. If children do not attend their session, the manager knows to follow this up to ensure that children are safe. Children who need long-term medication are given it and accurate records are maintained. Risk assessments are carried out to identify any risks that might arise in the pre-school.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all staff understand the curriculum and how it is implemented	01/04/2022

ensure that the quality of interactions for all children are purposeful and meet their specific needs	01/04/2022
ensure that staff know how to support children in their physical development	01/04/2022
improve arrangements for monitoring of staff practice and improve how coaching and mentoring is delivered.	01/04/2022

To further improve the quality of the early years provision, the provider should:

- ensure that information about children's learning is shared with other settings that children attend.

Setting details

Unique reference number	EY453336
Local authority	Leicestershire
Inspection number	10204070
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Quorn Pre-School Limited
Registered person unique reference number	RP531959
Telephone number	01509415552
Date of previous inspection	6 July 2021

Information about this early years setting

Quorn Nursery School registered in 2012 and is located in Quorn, Leicestershire. The setting opens Monday to Friday from 9am until 3pm during term time. The setting employs five members of staff, three of whom hold early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christy Dave

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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